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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 28 titles deal with a variety of topics, including the following: (1) the effect of assisted reading as a teaching method for enhancing reading readiness in kindergarten children; (2) the structure of talk in primary grade reading lessons; (3) the relationship between the reading ability and story schema of the first grade child; (4) the effect of level and condition of prior knowledge on children's question answering; (5) story schema acquisition and its influence on beginning reading; (6) foreign culture representation in elementary reading textbooks; (7) the effects of a nonverbal sound-symbol training program on reading achievement; (8) the effects of paraphrase notetaking on prose learning; (9) the use of oral prompts as an effective teaching strategy in oral reading activities; (10) the effect of echo impress upon the reading readiness, reading interest, and word recognition skills of 3- and 4-year-old children; (11) trope density of intermediate basal readers; (12) social relations and interactions as they affect the opportunity to learn; and (13) the feasibility and effectiveness of supplemental parental reading instruction in first grade. (FL)

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Reading and Study Skills and Instruction:

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Abstracts of the following dissertations are included in this collection:

Beardsley, Elizabeth Butler
THE EFFECT OF ASSISTED READING AS A TEACHING METHOD FOR ENHANCING READING READINESS IN KINDERGARTEN PUPILS

Blok, Kathryn Koster
A STUDY OF THE ABILITY OF THIRD AND FIFTH GRADE PUPILS AT HIGH AND LOW READING LEVELS TO RECOGNIZE AND PRODUCE A SUMMARY OF NARRATIVE SELECTIONS

Bonenberger, Omer Edmond
THE EFFECT OF TWO METHODS OF WORD RECOGNITION TRAINING ON RATE OF READING AND COMPREHENSION

Brackstone, Ross Daniel
THE STRUCTURE OF TALK IN PRIMARY READING LESSONS

Coyne, Mary
AN INVESTIGATION OF READING COMPREHENSION INSTRUCTION AND CONTENT INSTRUCTION IN FOURTH GRADE SOCIAL STUDIES

Cross, Helen Howell
A QUASI-EXPERIMENTAL STUDY ON THE USE OF A MULTILEVEL READING LABORATORY AND FIFTH GRADE READING ACHIEVEMENT AND ATTITUDE

Eldridge, Roger Gilbert, Jr.
AN ETHNOGRAPHIC STUDY OF THE ACQUISITION AND APPLICATION OF READING SKILLS IN ONE ELEMENTARY SCHOOL

Green-Kendrick, Norma Jean
THE EFFICACY OF SELF-CONCEPT READING MATERIALS AS TOOLS FOR IMPROVED ADMINISTRATION OF READING PROGRAMS FOR MIDDLE SCHOOL GRADES

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AN EXAMINATION OF THE RELATIONSHIP BETWEEN READING ABILITY AND STORY SCHEMA OF FIRST-GRADE CHILDREN

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THE EFFECT OF LEVEL AND CONDITION OF PRIOR KNOWLEDGE ON CHILDREN'S QUESTION ANSWERING

Hoover, Nora Lee
A STUDY OF STORY SCHEMA ACQUISITION AND ITS INFLUENCE ON BEGINNING READING

Horne, Linda A.
FOREIGN CULTURE REPRESENTATION IN ELEMENTARY READING TEXTBOOKS

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A PARENTAL INTERVENTION STRATEGY AND ITS EFFECTS ON READING SKILLS DEVELOPMENT

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THE EFFECTS OF INVOLVEMENT WITH A TELEVISION LITERATURE GAME SHOW ON FIFTH GRADE STUDENTS' ATTITUDES TOWARD READING, READING ACHIEVEMENT AND NUMBER OF BOOKS READ

King, Yvonne Marcella
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McGee, Suzanne Irene
EFFECTS OF A NONVERBAL SOUND-SYMBOL TRAINING PROGRAM ON READING ACHIEVEMENT

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Ogden, Nancy Lee
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Pollard, Michael Philip
THE EFFECT OF TWO INSTRUCTIONAL METHODS ON THE SENSITIVITY OF BEGINNING READERS TO CONTEXTUAL CONSTRAINTS

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EFFECTS OF PARAPHRASE NOTETAKING ON PROSE LEARNING

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THE FEASIBILITY AND EFFECTIVENESS OF SUPPLEMENTAL PARENTAL READING INSTRUCTION IN FIRST GRADE

Willens, Joan E. McNamara
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Zollinger, Luna Cooper
THE DIRECT EFFECTS OF READING INSTRUCTION ON COMPREHENSION OF CONTENT STATED EXPLICITLY AND THE TRANSFER ON TWO OTHER COMPREHENSION SKILLS

THE EFFECT OF ASSISTED READING AS A TEACHING METHOD FOR ENHANCING READING READINESS IN KINDERGARTEN PUPILS

Order No. DA8205617

BEARDSLEY, ELIZABETH BUTLER, ED.D. *University of Maine*, 198[illegible]. 93pp. Adviser: Dr. Dodd Roberts

The purpose of this study was to determine the measured effect of assisted reading, a holistic method of teaching reading, on the reading readiness of kindergarten students. The investigation sought to answer the following questions: Did the experimental treatment significantly affect the reading readiness of kindergarten students from either a sub-skills or holistic perspective of reading readiness? Was sex a significant factor in reading readiness?

The subject were 98 kindergarten students enrolled in the public schools of Maine School Administrative District 67. Treatment consisted of exposing experimental group students to the experimental treatment, assisted reading, for eight weeks.

Students were pre-tested and post-tested. Sub-skills and holistic measures of readiness were taken. Sub-skills measures were: letter recognition, letter writing ability, ability to identify beginning letters of spoken words, and syntax matching ability. Holistic measures were: ability to read words in familiar materials, ability to read words in unfamiliar materials, ability to read words in both familiar and unfamiliar materials, and understanding the concept that print is meaningful and is normally read from left to right in English.

Three null hypotheses were tested for significance at the .05 level of confidence and conclusions were: assisted reading significantly affected the reading readiness scores of kindergarten students from both a sub-skills and a holistic perspective of the reading process; sex was not a significant factor in reading readiness; and experimental treatment significantly affected experimental students' understanding of the concept that print is meaningful and is normally read from left to right in English.

The following conclusions were reached after computing stepwise multiple regressions to determine the comparative value of some holistic and sub-skills measures of readiness on students' ability to read words in familiar and unfamiliar materials. (1) Assisted reading appears to allow students to begin to develop individual strategies when learning to read. (2) Ability to read words in familiar materials appears to be a measurable readiness skill and of measures taken in this study, it is the best predictor of ability to read words in unfamiliar materials. (3) Ability to read words in familiar materials appears to be a better predictor of ability to read words in unfamiliar materials than total performance on the *Murphy-Durrell Prereading Abilities Tests*. (4) Syntax matching ability is the best predictor of ability to read words in unfamiliar materials of the sub-skills measures of readiness included in the *Murphy-Durrell Prereading Abilities Tests*. (5) Assisted reading is an effective method for increasing students' ability to read words in both familiar and unfamiliar materials.

A STUDY OF THE ABILITY OF THIRD AND FIFTH GRADE PUPILS AT HIGH AND LOW READING LEVELS TO RECOGNIZE AND PRODUCE A SUMMARY OF NARRATIVE SELECTIONS

Order No. 8202401

BUCK, KATHRYN KOSTER, PH.D. *Michigan State University*, 1981. 142pp.

This study explored the developmental nature of children's ability to learn from text by comparing performance of students in high and low level reading groups on measures of recognizing and producing summaries.

The following questions were asked: (1) Is there a difference between the ability of children to recognize a summary and their ability to produce a summary? (2) Is there a difference between children of different age and reading levels in their ability to recognize and produce summaries? (3) Will the amount of improvement after instruction be different for children of different age and reading levels on measures of ability to recognize and produce summaries?

Procedure. The subjects were third and fifth grade pupils in a large (18,000 +) midwest school system. Ability to recognize a summary was measured with a 10-item objective test which required the learner to select the best statement of main idea of a paragraph; to produce a summary, by having the learner write a paragraph summarizing a brief narrative selection. A 17-point scale was constructed for scoring summaries.

Treatment consisted of eight lessons designed to teach the subjects to write a summary. Post tests were administered to measure improvement on the tasks of recognizing and producing a summary. A difference score was constructed by subtracting the score on the objective test from the score on the production test.

Design. To analyze the data collected in this study, a 2 x 2 x 2 ANOVA was performed with third vs. fifth graders, and high vs. low level readers constituting the between-subjects variable, and pre-test vs. post test constituting the within-subjects variable on each of three dependent variables: scores on the objective test, scores on the production test, and the difference score.

Appropriate *a priori* comparison tests were performed on the data to test the directional hypotheses that, on the production measure, third grade high pupils would improve more than third grade low pupils; fifth grade low pupils would improve more than fifth grade high pupils; and fifth grade low pupils would improve more than third grade low pupils.

Findings. A significant main effect was found for the pre-test/post test factor on the production test but not for the same factor on the objective test. The findings indicate that instruction in producing a summary did not improve performance in recognizing a summary, and that growth in ability to produce a summary was not measured by the objective test. The results raise the question of the amount of confidence that can be placed in objective test scores, and of the kind of decisions that can be made on the basis of scores on objective tests.

The significant main effect found for the grade level factor on the production test was attributed to the differences in the larger samples whose scores were used to standardize the scores for the smaller third and fifth grade samples. Planned comparsion tests made between pre-test and post test standardized production scores demonstrated a significant improvement for high achieving pupils in both third and fifth grade but not for low achieving students. These findings were interpreted as not supportive of the hypothesis that differences between performance of third and fifth grade students and high and low achievers could be attributed to differences in stages of cognitive development.

An analysis of factors contributing to form differences found in the production test suggests that research in schema theory may provide some explanations for the differences between pupils of high and low reading levels.

THE EFFECT OF TWO METHODS OF WORD RECOGNITION TRAINING ON RATE OF READING AND COMPREHENSION

Order No. DA8205618

BONENBERGER, OMER EDMOND, ED.D. *University of Maine*, 1981. 75pp. Adviser: Robert E. Lowell

This study followed a randomized control-group posttest design and sought to determine the effect of two experimental methods in word recognition training on reading rate and comprehension. Data on five dependent variables were collected: word string rate, connected text rate, total comprehension, literal comprehension, and inferential comprehension.

Sixty fourth grade subjects who incorrectly identified thirteen to thirty-five words from a list of words taken from a story were divided randomly into three groups. One group received instruction on the words missed by studying the words on flashcards. The second group studied the words missed in full sentence context. The third group received no training and was the control group. Each member of each group received three training sessions a day apart. Each subject was then tested with two test instruments which were designed specifically for this study.

The test instruments were a story of 284 words and a set of random word strings made up of forty-eight words from the story. The story was followed by four literal and four inferential comprehension questions. Two rate and three comprehension variables were derived from these instruments. Each of these variables was analyzed in a three by two analysis of variance. Correlation analyses between the various rate and comprehension variables were also performed. Three null hypotheses were tested, and an F value of .05 or beyond was necessary to reject any one of them.

A significant difference was found in the rate of reading the word strings between the Words in Isolation Group and the Control Group. No rate differences were found between any of the groups when reading connected text. Significant sex differences, in favor of the boys, were found on all comprehension variables. Correlations between the rate variables and the comprehension variables were quite low and insignificant. Correlation between word string rate and text rate was .74 and significant beyond the .001 level despite the word string rate being about one half the text rate. Correlation between literal and inferential comprehension was .50 and also significant beyond the .001 level.

The following conclusions were derived from the study: (1) There may be some advantages to learning new words in isolation. However, the advantages probably does not extend to reading connected text. (2) This study tends to support the teach/test bias found by other researchers. (3) This study does not lend support to the theory that context is read faster than words in isolation because context causes an automatic activation on nearby memory locations. (4) The correlations between all rate and all comprehension variables were low and insignificant. (5) There was moderate but highly significant correlation between word string rate and text rate. However, the correlation was not high enough to rule out the teach/test bias. (6) While there was a moderate and highly significant correlation between literal and inferential comprehension, two types of comprehension questions should be used in future rate studies because much variance was unexplained.

Recommendations for future research efforts are also made.

THE STRUCTURE OF TALK IN PRIMARY READING LESSONS

BRACKSTONE, ROSS DANIEL, PH.D. *University of Toronto (Canada)*, 1981.

This thesis is about the structure of reading lesson talk found in a primary grade classroom. To set the stage for the development of the ideas found in reading lesson talk structure, the setting and problem are introduced in the first chapter. Found in the next chapter is a lengthy discussion of the methodology. Chapter Three outlines the structural model of naturally occurring conversation to which the succeeding three chapters are related. In these three chapters a different section of the reading lesson is discussed at length with the model of naturally occurring conversation being used as a foil to uncover points of difference and similarity. Finally, in the conclusion, a general discussion of talk structure in the observed reading lessons is presented.

AN INVESTIGATION OF READING COMPREHENSION INSTRUCTION AND CONTENT INSTRUCTION IN FOURTH GRADE SOCIAL STUDIES

Order No. DA8207574

COYNE, MARY, ED.D. *University of Pennsylvania*, 1981. 350pp. Supervisor: Dr. Ryda D. Rose

A prevalent concern of educators is that students cannot comprehend written materials used to transmit knowledge in school. Although there has been extensive theoretical and applied research concerning prose comprehension, this research has not resulted in a consistent body of knowledge on which to base future educational methodology. This knowledge is particularly lacking in elementary content area reading, where children first experience the importance of using written material to gain knowledge, and social studies content area reading, where comprehension of facts and concepts is a prerequisite to understanding our present and past worlds. A knowledge of what is currently happening in classrooms to provide comprehension and content instruction is a required prerequisite to the further development of methods and materials.

This research documented methods and materials used in fourth grade social studies to improve prose comprehension in fourth grade social studies by providing comprehension and content instruction. The following research questions were addressed: (1) What methods and materials are used by teachers in fourth grade social studies in one school district to provide comprehension instruction? (2) What methods and materials are used by teachers in fourth grade social studies in one school district to provide content instruction? (3) How do fourth grade teachers in one school district view reading in the content areas as exhibited by audiotaped social studies activities and interviews with participating teachers? How did their views evolve?

The data were analyzed quantitatively (time and frequency) and qualitatively for activities, materials, and grouping patterns. Although no comprehension instruction took place, teachers provided content instruction, predominantly through the use of a whole class reading one text. The methodology employed, the social studies text itself, and methods of initial and ongoing teacher education were discussed as influences on the results.

A QUASI-EXPERIMENTAL STUDY ON THE USE OF A MULTILEVEL READING LABORATORY AND FIFTH GRADE READING ACHIEVEMENT AND ATTITUDE

Order No. DA8200843

CROSS, HELEN HOWELL, ED.D. *Indiana University*, 1981. 127pp. Chairman: Dr. J. John Harris III

Statement of the Problem. The purpose of this study was to investigate the effectiveness of the use of a multi-level reading system. The study was conducted among fifth grade students utilizing the SRA Reading Laboratory, in a large mid-west urban school corporation. The question addressed was: Does the use of the SRA Multilevel Reading Laboratory, in addition to the basal reader approach, increase the reading achievement and attitudes of a group of fifth grade students? Specifically, the null hypotheses tested were: (1) There is no significant difference between reading achievement scores of a group of fifth grade pupils using the SRA Reading Laboratory, in addition to the basal reading program; and (2) There is no significant difference in reading attitudes between a group of fifth grade pupils using the SRA Reading Laboratory, in addition to the basal reading program, and a control group using only the basal reader.

Data and Procedures. By stratified random assignment, subjects were placed either in the treatment group using both the basal reading and the SRA Reading Laboratory, or the control group using only the basal series. The Metropolitan Reading Test and an inventory of reading attitude, were used to obtain pre-test and post-test scores. In order to diminish the effects of the pre-test on the post-test scores, residualized gains scores were utilized. The data were compiled, analyzed, and statistical significance at the .05 level was determined by using SPSS ANOVA.

Results. The mean grade equivalent gain for the two groups slightly favored the experimental group in Reading Comprehension. Both groups showed an equal gain in Word Knowledge leaving the experimental group slightly ahead in Total Reading gain. However, the obtained value of F for all three analyses was much below the critical value required, and the first null hypothesis was accepted. There was no significant difference in reading achievement, as measured, between the two groups at the end of the treatment period.

Both the experimental and the control group had a high grade equivalent gain for the four months of the study. To test the statistical significance, a paired "t" test was run to compare pre-test to post-test Total Reading scores across both groups. The test showed a high level of significance in gain scores for both groups.

The experimental group answered positively to more questions than the control group on the inventory of reading attitude. The second null hypothesis was rejected. The analysis of variance did show that the experimental group had significantly more positive attitudes toward reading.

Conclusions. It can be concluded from this study that this group of fifth grade children using only the basal reader did as well in reading achievement gains, as measured by the Metropolitan Reading Test, as did a matched group using both the basal reader and the SRA Reading Laboratory. It seems that reading achievement is related to factors other than the particular program being used. On the basis of a growing body of research, a defensible program will combine the best features of both individualized programmed reading and group instruction with basal readers.

It can also be concluded, from this and other related studies, that the effects of instructional practices and special programs can, but do not necessarily affect attitude change. Interaction may occur with other variables such as the teacher and the classroom atmosphere. Future research might well center on teacher and learning situation characteristics rather than on methods and materials.

AN ETHNOGRAPHIC STUDY OF THE ACQUISITION AND APPLICATION OF READING SKILLS IN ONE ELEMENTARY SCHOOL

Order No. 8124606

ELDRIDGE, ROGER GILBERT, JR., PH.D. *The University of Wisconsin - Madison*, 1981. 309pp. Supervisor: Professor Wayne R. Otto

The purpose of this study was to describe and examine the cultural knowledge, beliefs, ideas, and actions of the inhabitants of one elementary school classroom regarding the acquisition of reading comprehension skills during reading instruction and the application of those reading skills during social studies instruction. The study, an ethnographic inquiry, was conducted in a school located in a middle and upper middle class neighborhood in a small Midwestern city. The participants in the study were one teacher and twenty-six fourth and fifth graders in one classroom. The techniques of observation and interviewing were used to gather data. Reading and social studies instruction were observed daily for a four month period. The focus of the observations was on the reading group discussion sessions that the teacher conducted with each of nine reading groups he maintained in his classroom. Interviews with the teacher and with individual children were also conducted.

Three one and one half hour interviews with the classroom teacher were conducted during the course of the study. The purpose of the teacher interviews was to obtain information about the teacher's knowledge and beliefs about reading and reading instruction. Through the observations and interviews several characteristics of the teacher's knowledge, beliefs, and teaching practices were observed: (a) the use of group discussions of the story content to teach the reading comprehension skills which the teacher deemed important; (b) the introduction and use of reading comprehension skills different from those present in the commercially published texts the teacher used; (c) the grouping of children for instruction based on their demonstrated reading ability; (d) the meeting with each reading group every other day or in one instance only once per week; (e) the organization of social studies discussion sessions around the practice and application of the comprehension skills taught in reading comprehension.

Interviews with the children were conducted directly after they had received instruction in the reading discussion sessions with the classroom teacher. The purpose of the interviews was to obtain information about the children's knowledge, beliefs, and understanding about reading and reading instruction. Through the observations of the reading discussion sessions and interviews with the children the following information concerning the children's knowledge and understanding of reading and reading instruction was obtained: (a) reading is comprehension; (b) reading is reading aloud; (c) workbook exercises do not help to understand a story or help to learn reading skills; (d) children who read aloud with the teacher have difficulty with reading; and (e) what you learn in reading in the fourth/fifth grade will help you in high school and beyond.

The purpose of this study--to describe and examine the classroom inhabitants' cultural knowledge of reading and reading instruction--was also achieved in a more general sense. The substance of the observations and interviews that were part of the study are reported in detail. The information that was obtained offers general direction and specific concepts to guide future "full classroom" studies from both qualitative and quantitative perspectives. Such studies should help (a) to clarify further the classroom inhabitants' cultural knowledge, beliefs, ideas, and actions related to reading and reading instruction, and thereby (b) to develop further sound groundwork for seeking and for developing more effective practices in classrooms and schools.

THE EFFICACY OF SELF-CONCEPT READING MATERIALS AS TOOLS FOR IMPROVED ADMINISTRATION OF READING PROGRAMS FOR MIDDLE SCHOOL GRADES

Order No. DA8205773

GREEN-KENDRICK, NORMA JEAN, PH.D. *Georgia State University - College of Education*, 1981. 179pp.

Purposes. The purposes of this study were to examine the organizational climate of the activity-centered reading program as a means to simultaneously increase reading achievement and develop positive self-concept for students; and, ultimately, to provide educational administrators with a deterrent strategy for reading failure at the middle school level.

Methods and Procedures. The sample included 60 sixth, seventh, and eighth grade students who were randomly selected from among a population of 1,200 students from the Tapp Middle School, Cobb County School System, Powder Springs, Georgia (a metropolitan area of Atlanta, Georgia). The pretest-posttest design was utilized.

Results. Students who participated in the activity-centered reading program had significantly higher scores (.001) for self-concept and reading achievment than did the students who participated in the traditional reading program. The four null hypotheses were rejected.

Conclusions. The researcher formed four conclusions: (1) Self-concept and reading achievement can be positively affected by planned programs. (2) The experimental (activity-centered) group collectively and by sub-groups (grades) scored better than the control (traditional) group on all self-concept factors and reading achievement. (3) Multi-level reading instructional materials can be intensified and adapted to the six self-concept factors identified on the *Piers-Harris Children's Self Concept Scale*. (4) Administrators may want to look beyond the traditional approach and basal reading series when selecting reading programs.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN READING ABILITY AND STORY SCHEMA OF FIRST-GRADE CHILDREN

Order No. 8200405

HANSCHE, LINDA RAMIG, PH.D. *Memphis State University*, 1981. 198pp.

Purpose. The purpose of the study was to investigate the relationship between first graders' reading ability and story schema.

Methods and Procedures. Sixteen good and 16 poor readers created written and oral stories and were interviewed concerning their knowledge about stories. Interview responses were categorized by similarity for response and by reading ability. The story interview was reported descriptively.

Stories were scored for the elements Setting, Initiating Event, Response, Attempt, Consequence, and Reaction (Stein and Glenn, 1979) and for 17 descriptive characteristics. A Chi-Square Goodness-of-Fit tested whether Setting, Initiating Event, and Consequence appeared more frequently than Response, Attempt, and Reaction. The dependent variable for analysis of variants was the number of different elements, and reading ability (good and poor) and story mode (oral and written) were used as the independent variables. A second ANOVA used the total descriptive characteristics as the dependent variable with the same independent variables.

Results. Responses of good and poor readers were similar for some questions and different for others. The Chi-Square Goodness-of-Fit test was significant indicating the hypothesized distribution did not fit the data.

Significant differences between reading ability and story mode were found when both the number of different elements and the total descriptive characteristics were analyzed. No significant interactions were present.

THE EFFECT OF LEVEL AND CONDITION OF PRIOR KNOWLEDGE ON CHILDREN'S QUESTION ANSWERING

Order No. DA8208183

HOLMES, BETTY COMISKEY, PH.D. *The University of Texas at Austin*, 1981. 158pp. Supervisors: Nancy L. Roser, Connie L. Juel

The primary purpose of this investigation was to determine whether level and condition of prior knowledge have a differential effect on the question answering of children varying in age and reading achievement level. Another purpose was to determine whether there is evidence supporting a developmental theory of poor reading comprehension. The final purpose was to determine whether the level and condition of prior knowledge have a differential effect on the answering of different types of comprehension questions.

The eighty-four elementary-aged children who participated in the study were equally divided into the following groups: (a) good fifth grade readers reading on the sixth grade level, (b) poor fifth grade readers reading on the third grade level, and (c) good second grade readers reading on the third grade level.

The subjects met individually with the examiner to assess their knowledge concerning sharks and snakes and then to read informational passages and answer comprehension questions.

The study included two split plot block factorial designs. The between subject factors were grade/ability groups (good second, poor fifth, good fifth), level of prior knowledge (high, low), and block (A--easy sharks, hard snakes; B--easy snakes, hard sharks). The within subject factors were the topics (snakes, sharks), difficulty of the passages (3.0, 6.0 readability levels), and types of questions (one-idea verbatim, one-idea paraphrase, two-ideas verbatim, text implicit, and knowledge implicit). The second design included an additional within factor--condition of prior knowledge (accurate, inaccurate, incomplete, void). Data were analyzed using factorial analyses of variance with repeated measures and Newman-Keuls multiple comparisons.

This study yielded the following results: (1) Level of prior knowledge had a significant effect on the question answering of both the older and younger good readers but not on the poor fifth grade readers. (2) Good fifth grade readers with low prior knowledge were not significantly better than the poor fifth grade readers with low prior knowledge when compared on their instructional levels. (3) Good fifth grade readers were significantly better than the other two groups in answering questions from all the conditions of prior knowledge. (4) No significant differences were found between poor fifth grade readers and good second grade readers. (5) Level of prior knowledge had a significant effect on the answering of all types of questions except the one-idea verbatim.

A STUDY OF STORY SCHEMA ACQUISITION AND ITS INFLUENCE ON BEGINNING READING Order No. DA8206751

HOOVER, NORA LEE, ED.D. *Virginia Polytechnic Institute and State University*, 1981. 231pp.

This study investigated the developmental acquisition of cognitive structures, which influence the encoding and retrieval of story information. Examined were the between and within group differences among young children in the acquisition of story schema and in the processing of story information. A series of four experimental tasks were administered individually at the start of the academic year and again at the end to each of the 156 four, five, six and seven year olds in the sample.

Tasks chosen were selected on the basis of research suggesting their viability as measures of schema acquisition and related processing. Specifically, they assessed: metacognitive knowledge of story structure; detection of structural deviation; recognition and retrieval of missing information; and inferring between and within episodic relationships. In a fifth task, first and second graders wrote two stories in the spring of the year based on picture stimuli. In addition, the *Peabody Picture Vocabulary Test* was administered to each subject in the fall of the year.

The first two hypotheses predicted significant between group differences at the fall administration of the tasks and significant within group gains over the course of the year. In general, findings supported these hypotheses ($p < .05$). The third hypothesis predicted that fall performance on tasks one through four would account for a significant amount of the variance in reading growth over the year. This hypothesis was supported for the first graders relative to tasks one, two, and three ($p < .10$). For these subjects, level of structural complexity present in written stories was significantly different for good versus poor readers ($p < .05$). For second grade subjects, performance on task four was shown to contribute a significant amount of the variance in reading growth ($p < .07$). In general, correlations between performance on the tasks and IQ were low.

Findings from task one suggest that young children acquire the concept of a story in the same developmental manner that other concepts and knowledge structures are believed to be acquired. Children's performance on the experimental tasks two, three and four suggest age related differences in monitoring, recognition, reconstruction and retrieval operations on story information. However, improvement in the ability to deal with story information does not appear to be attributable to the developmental acquisition of schemata but rather to its increased accessibility, engagement, and efficiency as a processing and production mechanism.

FOREIGN CULTURE REPRESENTATION IN ELEMENTARY READING TEXTBOOKS Order No. DA8209829

HORNE, LINDA A., ED.D. *University of Colorado at Boulder*, 1981. 152pp. Director: Professor Kenneth L. Husbands

The purpose of this study was to determine if differences existed in the ways foreign cultures have been represented in elementary reading textbooks between the two time periods of 1920 to 1930, and 1970 to 1980. The study examined the quantity and variety of reading textbook material which dealt with foreign cultural references in the two specified time periods.

The primary conclusion emerging from this study was that significant changes have occurred during the past fifty years in how foreign cultures have been presented in elementary reading textbooks.

Findings produced evidence of significant differences in amounts of material dealing with foreign cultures, number and size of illustrations, and content areas concerning the main character.

After analysis of the data, the following conclusions were reached.

There has been a decrease in the number of references to Northern and Western Europe, and an increase in references to Africa, the Far East, and Southern and Eastern Europe. There was a wider variety of references in the 1970-1980 sample. This distribution of foreign cultural references indicates that publishing companies are attempting to write about a wider variety of cultures. The writers and publishing companies may feel that children need awareness and understanding of many cultures rather than just a few for living in the world today.

Publishers and authors seem to feel that children are able to learn about a culture through identifying and becoming a part of the environment in the reading material. The publishing companies are attempting to use a balance of writing formats to aid the young reader in identifying with the main character in a reference.

This study indicates that there has been a shift in the approach to decision-making in minor crisis situations. Children as main characters have changed from always seeking adult guidance to making more decisions on their own. When guidance is required, the child now looks to a peer group or to several adults, rather than seeking help from an individual adult. It appears that the authors and publishing companies feel a child needs to identify with children who make sound decisions on their own and therefore become more independent.

A PARENTAL INTERVENTION STRATEGY AND ITS EFFECTS ON READING SKILL DEVELOPMENT Order No. 8202250

KENT, PATRICIA WOLF, PH.D. *University of Pittsburgh*, 1981. 175pp.

The purpose of this study was to determine the effects on the reading achievement of selected first grade pupils of a structured intervention program implemented by parents or parent figures using reading skill instruction which incorporated classroom-related materials in the home. The primary instruments used were unit mastery tests and standardized reading achievement tests.

Four hypotheses were tested: (1) Children who receive specific skill instruction in the home by the parents or parent figures and in the classroom by the teacher will have a higher rate of success on the reading unit mastery tests administered by school districts A and B than children who receive general reading skill instruction in the home, by the parents or parent figures. (2) Children who receive specific reading skill instruction in the home by the parents or parent figures and in the classroom by the teacher will have a higher rate of success on a standardized reading test administered by school districts A and B than children who receive general reading skill instruction in the home, by the parents or parent figures. (3) Children who receive any type of home-based instruction by the parents or parent figures in the home will have a higher rate of success on reading unit mastery tests and the standardized reading achievement test administered by school districts A and B than children who receive no type of home-based instruction. (4) The parents or parent figures of children who receive specific reading skill instruction will have a more positive attitude towards the reading instruction used in the home than the parents or parent figures of children who receive general reading instruction to be used in the home.

The research design matched two experimental groups with a control group in two Pennsylvania public school districts over a twelve week period. The analysis of variance technique was used to test for a significant difference among the means of three groups. Where a significance was obtained, the analysis of variance was followed by a Scheffé post hoc procedure which compared the specific means of the groups addressed by the specific hypothesis.

This study used a limited intervention strategy to determine whether a daily review of specific class-related materials with parents would improve the reading performance of children. The parents received no training in administering the materials.

Hypotheses one and two were not supported. There was no evidence that specific reading training by parents using class-related materials was more effective than general training when students took the unit mastery tests or The National Achievement Test.

Hypothesis three was not supported. There was no evidence that specific or general training by parents was more effective than no training on both the unit mastery tests and the standardized achievement tests.

The results of a parent checklist and a parent questionnaire tended to support hypothesis four. Parents who received specific materials indicated a more favorable attitude toward reading instruction used in the home than parents who used general materials.

The results of this study did not demonstrate that specific class-related materials used in home intervention activities during a twelve week period of time in this study were effective in increasing reading achievement.

This study did show one important thing: Given the opportunity, parents are interested in working with their children. Much work needs to be done with parents before we can say which factors are responsible for successful intervention programs.

THE EFFECTS OF INVOLVEMENT WITH A TELEVISION LITERATURE GAME SHOW ON FIFTH GRADE STUDENTS' ATTITUDES TOWARD READING, READING ACHIEVEMENT AND NUMBER OF BOOKS READ

Order No. DA8209317

KETTEL, RAYMOND PETER, ED.D. *Wayne State University*, 1981. 124pp.

The purpose of this research which lasted a period of nine weeks was to study the effects that a literature game program, Reading Road Quiz (RRQ), had on attitude toward reading, reading achievement and number of books read. This enrichment program was developed as a supplement to the current basal program. The population consisted of 492 fifth grade Detroit Public School students from eight classrooms arranged on the platoon system. The population was divided into an experimental (RRQ) and control (non RRQ) group. All students were given the opportunity to read from the fifty RRQ books and/or other available trade books for a period of ninety minutes per week. The experimental group became involved in the RRQ activities which included watching the program on television and playing the game in the classroom while the control group did not. The population kept a list of the books that they read during the study. The research instruments employed in this study consisted of the California Achievement Test (CAT), the Test of Reading Comprehension: A Method for Assessing the Understanding of Written Language (TORC) Subtests Two and Three, the Researcher's Reading Test and the Estes Attitude Scale: Elementary Form. The t-test was employed to determine significant differences for each of the hypotheses. The result indicated that there were no significant differences at the two groups on attitude, reading achievement and number of books read.

The following conclusions were reached: (1) Students who were provided with a variety of trade books and given an opportunity to engage in some form of recreational reading such as SSR or RRQ did in general read more books than those who were not provided with such an opportunity. (2) The implementation of RRQ did not improve attitudes toward reading, reading achievement, or increase the number of books read when compared to a form of recreational reading. (3) There was a significant relationship between a positive attitude toward reading and reading achievement (4) There was only a slight relationship between a positive attitude toward reading and the number of books read. (5) There was a slight but significant relationship between the number of books read and reading achievement.

A STUDY THAT COMPARES THE DIFFERENCE BETWEEN SILENT READING PERFORMANCE AND LISTENING PERFORMANCE AND THE INFLUENCE THAT EACH HAS ON THE IMMEDIATE AND DELAYED RECALL OF ABOVE AND BELOW AVERAGE FOURTH GRADERS

Order No. 8201554

KING, YVONNE MARCELLA, ED.D. *University of Georgia*, 1981. 139pp. Director: Byron Callaway

The Problem. The objective of this investigation was to compare listening and silent reading performance and to examine the influence that each had on the immediate and delayed recall scores of above and below average fourth graders. An extended aspect of this study was to examine the differences between these two modes of learning and to investigate how they affected the immediate and delayed recall scores for those students who had been administered two types of passages.

Procedures. To select the 76 subjects for this investigation the reading comprehension section of the *Metropolitan Achievement Test, Revised Edition* was used to determine the group placement of the subjects who composed this study. The measuring instrument used for this investigation was constructed and piloted by the writer. Revised passages from two basal groups made up the comprehension instrument, which consisted of both an expository and a narrative passage.

Data relative to the comparison of these two modes of learning were analyzed by a three factor, mixed design with repeated measure on the factor of type of material used. Analysis of variance was employed as the statistical technique to test each of the seven hypotheses.

Conclusions. Listening Comprehension versus Reading Comprehension. No significant differences were found when comparing the results between these two modes of learning. With these subjects, it appeared that when no other variables were involved both the listeners and the readers seemed to comprehend equally well with each mode of learning.

High Ability versus Low Ability Readers. Meaningful differences were apparent between the two ability groups. The performance of the above average group was significantly higher than that of the below average group.

Expository Material versus Narrative Material. Only the delayed recall scores for the narrative material fund to show any significance.

Mode of Learning versus Ability Group. The results of this interaction were significant for both immediate and delayed recall scores. This result lends credence to the theory that the above average readers tend to score higher when using the mode of listening.

EFFECTS OF A NONVERBAL SOUND-SYMBOL TRAINING PROGRAM ON READING ACHIEVEMENT

Order No. DA8203898

MCGEE, SUZANNE IRENE, ED.D. *Boston University School of Education*, 1981. 239pp. Major Professor: Thomas E. Culliton

Purpose. The purpose of this study was to determine the effects of an 8-week nonverbal sound-symbol training program on the reading achievement of third grade students. The investigation was based upon an integrational program of auditory and visual discrimination skills. The program included intensive sound-symbol training through the elements of musical tones. The major decoding skills which are common to both reading and the proposed nonverbal instruction program are: (1) auditory discrimination; (2) visual dicrimination; (3) auditory sequencing; (4) visual sequencing; (5) auditory-visual matching.

Procedure. An Experimental and Control group design formed the basis for this program. A total of 77 students of the third grade participated in this study. All students were identified as good or poor readers as determined by the *Gates-MacGinitie Reading Test C*. A pre- and post-test of this reading instrument determined gains in reading performance as a result of exposure to the training program. Students also received a pre- and post-test of dots and taps to determine improvement in the ability to match nonverbal sounds and symbols. *The Mills Learning Methods Test* was administered to all students to determine modality strength.

The program was conducted over an 8-week period. The first two weeks of the program instruction were devoted to auditory-visual association training through dots and taps. Auditory sounds were presented through tapping, clapping and clicking. Musical tones were introduced during the third week of instruction and continued throughout the remaining weeks of the program. Xylophones were used for musical presentations.

Analysis of the Data. The answers to four research questions were sought. They were related to group (Experimental and Control); type of reader (good and poor); sex (male and female); and modality (auditory, visual, kinesthetic, combination).

An analysis of covariance was conducted upon the post-reading test as well as the post-test of dots and taps. These post-tests were the dependent variables. The independent variables were group, type of reader, sex and modality. The covariates were the pre-tests of both reading and the test of dots and taps.

Conclusions. The following conclusions were drawn from the analysis of the data: (1) Statistical significance was found at the <.05 level in group (Experimental and Control) using the post-test of dots and taps as the dependent variable. (2) No statistical sigifiance was found at the <.05 level in any of the main effects using the post-test of reading as the dependent variable.

The following findings were not found to be statistically significant in this study. However, based, upon the adjusted mean scores, the following observations were made: (1) The Experimental group improved more than the Control group from pre- to post-testing in reading. (2) Males improved more than females from pre- to post-testing in the test of dots and taps. (3) Females improved slightly more than males from pre- to post-testing in reading. (4) Good readers improved more than poor readers in both reading and the test of dots and taps. (5) Combination learners improved the most in reading of all other modality categories. (6) Visual learners improved the most in the test of dots and taps.

APTITUDE BY TREATMENT INTERACTIONS IN BEGINNING READING: THE INTERACTION OF LANGUAGE ABILITY AND READING ACQUISITION IN A PSYCHOLINGUISTIC VERSUS AN AUTOMATICITY MODEL

Order No. 8200227

NEMKO, BARBARA, PH.D. *University of California, Berkeley*, 1981. 122pp.

The study was designed to test the relative efficacy of two models of reading instruction, the automaticity model (LaBerge & Samuels, 1974) and the psycholinguistic model (Goodman & Niles, 1970) with beginning readers. In addition, since the role of language ability in beginning reading acquisition varies according to reading theorists, the study attempted to determine if an aptitude by treatment interaction exists between language ability and instructional method when the methods were based on the automaticity and psycholinguistic models.

In order to appraise these two approaches, a word learning task was developed. Subjects were selected from first grade classes in two inner city elementary schools in Oakland, California. Subjects were pretested to insure that they could not read the targeted words in the word learning task. They were then given a language aptitude test which included ten subtests of skills assumed necessary for success in reading for both the automaticity and the psycholinguistic model.

Subjects were trained and tested in word recognition during two 30 minute sessions, 24 hours apart. Additionally, a retention task was administered on the second day. The criterion variable for both the word learning and retention tasks was the number of correct word identifications.

Two primary hypotheses were proposed: (1) that subjects who were trained in context would perform better than subjects who were trained in isolation; (2) that context and isolation training would have a different effect on subjects, depending on their language aptitude.

The results revealed the following principal findings: (1) Subjects who were trained in context did not perform better than subjects who were trained in isolation; the only significant difference was associated with subjects who were both trained and tested with words in isolation, who performed better than all other training/testing groups. (2) Auditory and visual discrimination were the best predictors of success for the isolation trained groups. (3) Instructional language was the best predictor of success for the context trained groups. (4) After 24 hours there was no difference in word retention ability attributable to the training/testing conditions.

It was suggested that readiness for reading should not be assessed apart from the kind of reading instruction that will be offered, and that the utility of readiness tests might be increased if students were assigned to differentiated reading instruction on the basis of the language-aptitudes.

A COMPARISON OF READING READINESS AND READING ACHIEVEMENT OF FIRST GRADE STUDENTS GROUPED ACCORDING TO KINDERGARTEN ATTENDANCE

Order No. DA8207876

OGDEN, NANCY LEE, ED.D. *East Texas State University*, 1981. 141pp. Adviser: Mary Jernigan

Purpose of the Study. The purpose of the study was to determine the effects of various kindergarten attendance formats on first grade reading readiness and reading achievement. Students were grouped according to kindergarten attendance and compared further by sex, age, ethnicity, and socio-economic status. Correlation between reading readiness and reading achievement was also included.

Procedure. Data were collected from 244 first grade students selected through use of a stratified random sampling procedure which included: 89 fall semester only, 101 spring semester only, 43 all year, and 11 with no kindergarten. Data scores were collected from the *Metropolitan Readiness Test* (September, 1980) and the *Learner Based Test* (May, 1981) and analyzed statistically at the East Texas State University Computer Center.

Findings. The major findings of this study were as follows: (1) All year kindergarten students were significantly better prepared in reading readiness than other students. (2) Female students scored significantly higher on reading readiness, but not on reading achievement, than male students. (3) Age of the student had no consistent effect on either measure. (4) Ethnicity had a significant effect on scores. The Anglos' mean scores were significantly higher than those of both Mexican Americans and Blacks on both measures. (5) Socio-economic status was important. In all but one sub-group, students not receiving free lunch scored higher than students receiving free lunch. (6) The differences in reading achievement scores were not significant. (7) The correlation between reading readiness and reading achievement was high (.74 to .86).

Conclusions. The following conclusions were reached as a result of this study: (1) All year kindergarten students are better prepared for first grade than students with other or no kindergarten attendance. (2) Female students score higher than male students on reading readiness. (3) Age does not effect scores on either measure. (4) Ethnicity makes a difference. Anglos score higher on both measures than the Mexican-Americans and Blacks. (5) Those students from the high socio-economic group score higher than students from the low socio-economic group. (6) The *Metropolitan Readiness Test* is a good predictor of reading achievement.

THE EFFECT OF TWO INSTRUCTIONAL METHODS ON THE SENSITIVITY OF BEGINNING READERS TO CONTEXTUAL CONSTRAINTS

Order No. DA8206300

POLLARD, MICHAEL PHILIP, PH.D. *University of Georgia*, 1981. 135pp. Director: George E. Mason

The specific purpose of this study was to investigate the effect of method of instruction on the sensitivity of first, second, and third grade readers to contextual constraints. It was designed to investigate whether subjects taught by a code emphasis method of instruction would perform differently on a measure of contextual sensitivity than subjects taught by a meaning emphasis method. The two methods of instruction were determined by an analysis of the materials and programs used in Quebec schools and by classroom observations of instruction. The subjects of the study were 180 first, second, and third grade students selected from suburban Montreal, Quebec schools and stratified by method and grade level.

The instruments used in the study consisted of Gates-MacGinitie Reading Tests, Level A, B, C, Form 1 and a series of listening and booklet cloze tasks. The booklet cloze format and the listening cloze tasks were considered to be comparable measures of contextual sensitivity in the two language modes.

The first three hypotheses were tested by grade level in a factorial analysis of covariance design with reading achievement as the concomitant variable. The .05 level of confidence was used to determine statistical significance. The design at the first grade level incorporated two independent variables (method and task type) and two dependent measures (cloze scores). The design at the second and third grade levels incorporated three independent variables (method, task type, and level) and two dependent measures (cloze scores). The following null hypotheses were tested: (1) There will be no main effects of task type or method on performance on the cloze tasks by first grade pupils. (2) There will be no main effects of task type, method or level on performance on the cloze tasks by second grade pupils. (3) There will be no main effects of task type, method level on performance on the cloze tasks by third grade pupils. All hypotheses were rejected.

The remaining three hypotheses were concerned with the error patterns of subjects at each grade level. The percentage of errors was calculated for each of three error categories including contextually constrained, not contextually constrained, and no response. The data were analyzed by grade level with the Chi Square statistic for the significance in the difference between proportion. The .05 level of confidence was used to determine statistical significance. The following null hypotheses were tested: (4) There will be no significant differences between contextually constrained errors and other errors by grade one pupils. (5) There will be no significant differences between contextually contrained errors and other errors by grade two pupils. (6) There will be no significant differences between contextually constrained errors and other errors by third grade pupils. The fourth hypothesis was retained. The fifth and sixth hypotheses were rejected.

Significant main effects for task type were reported at each grade level together with a type by method interaction which was significant at the third grade level and approached significance at the second grade level. The analysis of the error patterns at the various grade levels indicated that, beyond the first grade level, a large percentage of the errors made by children were either semantically or syntactically acceptable responses, thus indicating their sensitivity to contextual constraints. Although it appeared that the method of instruction used at the beginning stages of reading acquisition had no apparent effect on children's sensitivity to contextual constraints at the first grade level, the results of this study suggested that a method of instruction which focuses primarily on the development of word meanings through context allowed children to transfer their knowledge of contextual constraints in oral language to written language by the second and third grade levels.

EFFECTS OF PARAPHRASE NOTETAKING ON PROSE LEARNING

Order No. DA8203056

RYAN, MICHAEL THOMAS, PH.D. *The University of Connecticut*, 1981. 178pp.

Teaching students to become independent and effective readers is a primary goal of education. One approach to this objective is to identify strategies that will improve students' reading comprehension. Notetaking is one strategy that has been moderately successful. The primary purpose of this research was to determine whether paraphrased notes produce better comprehension than notes that copy the text. A second purpose was to examine how a student's attitude toward notetaking influences the notetaking effect.

It was hypothesized that paraphrased notes represent more thorough information processing and would facilitate learning more than notes that were verbatim copies of the text. Also, a student who thought notetaking was the best strategy was expected to benefit most from its use.

One hundred and fifty one middle school students were directed to either (1) take notes, (2) take paraphrase notes, (3) or read carefully. The two notetaking groups were shown an example of what they were to do and given opportunity to practice the strategy. Prior to strategy assignment, students identified the reading strategy they liked best and least. Notetakers wrote three lines of notes for each paragraph of a 500 word folktale. After completing the story, all students took a 21 item multiple choice test. Students retook the same exam two weeks later.

Paraphrasing was defined as replacing substantive text words with others that were equivalent in meaning. Notes were scored for the amount of paraphrasing they contained and interrater agreement was above .85.

Multiple regression was used to determine whether test scores were affected by (1) assigned reading strategy, (2) paraphrasing, (3) interactions between attitude toward notetaking, reading strategy, and paraphrasing. No differences between the three reading strategy groups were found on either test. Paraphrasing correlated positively with Test1 scores but not Test2 scores. Student attitude toward notetaking did not interact with reading strategy or paraphrasing. An interaction between paraphrasing and reading strategy on Test1 scores showed that notetakers who paraphrased spontaneously scored higher than students directed to paraphrase the text.

Results are discussed in terms of theoretical implications and practical applications.

THE USE OF ORAL PROMPTS AS AN EFFECTIVE TEACHING STRATEGY IN ORAL READING ACTIVITIES

Order No. DA8203719

SEELY, PATRICIA BUTCKA, PH.D. *The University of Florida*, 1981. 103pp. Chairman: William R. Powell

A primary purpose of this study was to examine the extent to which teachers adopted a method of teacher prompts when working with average fifth-grade readers in oral reading activities.

A second purpose of this study was to examine the use of teacher prompts as an effective teaching strategy with average readers in fifth grade in oral reading activities.

Three main objectives were included in the investigation. (1) Teacher ability to adopt a prompting condition when correcting student oral reading errors. (2) Student achievement gains when teacher prompts were used in oral reading activities. (3) Effectiveness of four designated prompting conditions among one another.

The six schools selected for the three-and-one-half-month study were located in Volusia County, Florida, and represented the three different socioeconomic groups.

Twelve teacher subjects were randomly selected. Three teachers were randomly assigned to one of four prompting conditions: (1) uncorrected, (2) graphophonic, (3) semantic, or (4) repeat. They were instructed to use the assigned prompts as often as possible when correcting the average fifth-grade readers' oral reading errors during the daily 30-minute instructional period. Each teacher was observed 14 times during the study.

The 72 average fifth-grade readers were selected from a larger population of fifth-graders. In the final analysis, 67 students were considered.

The results of the study suggested that teachers could adopt assigned prompts when working with average fifth-grade readers. The uncorrected and semantic prompts recorded significant adoptability. The repeat prompt showed no difference in adoptability in relation to the other prompts. The graphophonic prompt recorded no significance in adoptability.

The results of the student achievement gains indicated that the uncorrected prompt produced significant gains whereas the graphophonic, semantic, and repeat prompts produced no significant differences during the three-and-one-half month study.

SOCIAL RELATIONS AND INTERACTIONS AS THEY AFFECT THE OPPORTUNITY TO LEARN: COMPARISONS OF HIGH AND LOW ABILITY READING GROUPS IN ONE FIRST GRADE CLASSROOM

Order No. 8202511

SEILER, I. HOWARD, PH.D. *Michigan State University*, 1981. 210pp.

The aim of this study was to describe and analyze the social relations and/or interactions between a teacher and students in both high and low ability reading groups in one first grade classroom for evidences of this interactive effect as it affects the opportunity to learn and to look at the groups and the larger social context within which they occur.

Using ethnographic techniques including participant observation, interview, photographic and videotape documentation, and analysis of talk and movement, the researcher compared and contrasted instruction and differential treatment between the high and low ability reading groups in a first grade classroom.

The unit of analysis of this study is an event or a cluster of recurring events and/or patterns. To isolate those events, videotapes of reading lessons for both groups were analyzed to determine and identify what kinds of events occurred, at what juncture during the lesson they occurred, what ability group was at the reading table when the event occurred, and if there were a commonality of events across lessons.

The findings revealed four distinct communicative behaviors as having impact on the opportunity to learn and practice reading. These were identified as (a) the interplay of the physical *positioning* of all participants at the reading table, (b) the oral *feedback mechanisms* used by the teacher to convey information to the students, (c) the allocation of *taking turns* to read and answer teacher directed questions, and (d) the types and frequencies of *interruptions* that occurred at the reading table or from other members of the classroom as a whole.

By analyzing these four features, as they operate individually or in interaction with one another during the time allocated for reading instruction, it was concluded that the low ability reading group has quanitatively and qualitatively less opportunity to learn and practice reading as opposed to the high ability reading group.

TROPE DENSITY OF INTERMEDIATE GRADE BASAL READERS

Order No. DA8212901

VALERI, MARIA TERESA, PH.D. *The Florida State University*, 1982. 119pp. Major Professor: Edwin H. Smith

This investigator studied the trope density of fourth grade and sixth grade level basal readers. Three basal reader series were used. Answers to the following questions were sought: (1) Is there a significant difference in trope density between fourth grade and sixth grade basal readers? (2) What is the most common type of trope found in fourth and sixth grade readers?

The sample was three basal reader series selected from the population of the 15 most commonly used basal reader series. The three basal readers utilized represented a one fifth sample of the total basal reader series fourth and sixth grade populations.

Data were collected by examining eight basal reader textbooks. The master trope, metaphor, was broken down into thirteen separate categories.

The difference between the trope density means of the fourth grade and the sixth grade basal readers was computed and a *t*-test was used to determine if the difference was significant. The .05 alpha level was used as the criterion for rejecting the null hypothesis. A frequency analysis count was used to determine the most common type of trope found at each of the two levels and the frequency rankings of the 13 trope classifications. There were no significant differences in the mean trope densities of fourth grade and sixth grade basal readers. It was found that the most frequently employed tropes were personification, sense, and animal; and that the least frequently used tropes were incarnation, litote, and metonomy.

THE EFFECT OF ECHO IMPRESS UPON THE READING READINESS, READING INTEREST AND WORD RECOGNITION SKILLS OF THREE AND FOUR-YEAR-OLDS

Order No. 8202272

VANCE, JUNE, PH.D. *University of Pittsburgh*, 1981. 109pp.

This study was designed to determine the effectiveness of the Echo Impress, a process in which the teacher reads a unit of meaning to the child and the child reads it back, as an approach to reading readiness and reading planned to accommodate developmental characteristics of the three and four-year-olds. The supporting 'circular reaction-elaboration' theory, predicated on the circular reactions of Piaget's sensorimotor stage, claims that visual and aural stimuli, when experienced simultaneously and repetitiously, tend to produce a patterned behavior.

Forty-two three and four-year-olds of the Parent-Child Development Center of Edinboro State College were assigned randomly to an experimental group and a control group. After attrition, the experimental group had 67% of the three-year-olds and a ratio of five boys to eleven girls; the control group had 33% of the three-year-olds and a ratio of seven boys to five girls. Both groups were administered a pretest using the Gates-MacGinitie Test of Readiness Skills which included Listening Comprehension, Auditory Discrimination, Following Directions, Letter Recognition and Word Recognition. Subjects in the experimental group were given twenty Echo Impress treatments. The control group received twenty conventional 'reading aloud' sessions. Both groups used the *Primary Phonics* storybooks. After each session, each child was evaluated on the Scale of Reading Interest Traits (SRIT) and asked three comprehension questions; one literal, one interpretive and one evaluative. Answers were recorded verbatim. At the end of treatment, the Gates-MacGinitie Readiness Skills Test was administered to both groups as a post-test; comprehension questions were scored on a numerical scale and results of the SRIT were compiled. After four weeks of no treatment, the Gates-MacGinitie Readiness Skills Test was used to measure retention. Parents were polled by questionnaire on (1) the type and frequency of supplementary reading/language activity in the home during the perod of the study (2) indication of unusual stress or behavioral problems observed during that period and (3) reading interest observed.

An analysis of covariance using the pretest scores as the covariate was run to test the hypotheses. A three-way analysis of variance was done to measure differences between groups, between tests and between types of comprehension questions. The Lindquist I analysis of variance for repeated measures was used with data compiled from the SRIT. t-tests were made on data collected on the Parents' Opinion questionnaire.

Findings reported at a .05 level of significance are: (1) There is no evidence of a significant difference due to treatment in the skills of listening comprehension, auditory discrimination, following directions, letter recognition or word recognition of three and four-year-olds as measured by the Gates-MacGinitie Readiness Skills Test. (2) There is evidence of a significant difference due to treatment in the reading comprehension of three and four-year-olds as measured by the comprehension questions. (3) There is evidence of a significant difference due to treatment in the subject's cooperation in holding the book, visually following the line of print, and showing persistence as measured by SRIT.

If this study were replicated, it is recommended that (1) variables more nearly matching the characteristics of the three or four-year-old child be used, (2) all subjects be the same age and (3) that mothers or older children be trained as the readers.

AN ANALYSIS OF BASAL VERSUS LINGUISTIC BASAL READING PROGRAMS ON URBAN SCHOOL CHILDREN'S READING ACHIEVEMENT

Order No. DA8210565

VINCENZI, HARRY, ED.D. *Temple University*. 1981. 93pp. Major Adviser: Roderick Hilsinger

It is well documented that reading programs designed and developed by commercial publishing companies are the major instructional resources used to teach reading in elementary school. These programs supply a pegagogy for teaching reading, selections for children to read, and practice exercises through accompanying workbooks. However, these commercial programs are not identical in their approach to teaching reading. The major differences among programs are the degree of emphasis and placement of phonics in teaching beginning readers. Of the two approaches examined in the present study, the linguistic basal approach places a heavy emphasis on phonics and word recognition in the primary grades. While the basal approach emphasizes the development of a sight vocabulary and comprehension in those same grades. The literature review also noted that important differences existed between the methods used to teach phonics. The review indicated the phonics generalizations learned and the number and sequence of letter/sound correspondences taught may also effect the ability of a student to learn to read.

The present study analyzed the effects of using a basal approach versus linguistic basal approach on fourth grade reading achievement scores. The analysis also compared the effects of the approaches when first grade scores and socio-economic status were controlled. In addition, a year by year analysis comparing the approaches over four years was examined.

The results of the present study found no significant differences ($p < .05$) between approaches on vocabulary and comprehension achievement scores. The lack of significant differences remained even when first grade scores and socio-economic status were controlled. The year by year analysis indicated that the basal group had significantly higher ($p < .05$) vocabulary and comprehension scores in first grade. By fourth grade, the linguistic basal group had caught up and no significant differences existed between the achievement scores of the two groups.

This study concluded that the linguistic basal approach will not produce superior achievement results in comparison to the basal approach after four years. It is recommended that future studies examine the effects of the variables within each approach. Each variable within an approach needs to be compared to its counterpart in another approach. The effects of the number and sequence of letter/sound correspondences taught to beginning readers is an example of this type of research.

THE FEASIBILITY AND EFFECTIVENESS OF SUPPLEMENTAL PARENTAL READING INSTRUCTION IN FIRST GRADE

Order No. DA8211697

VINOGRAD-BAUSELL, CAROLE RYND, ED.D. *The Johns Hopkins University*, 1982. 157pp.

An experimental study employing 136 first grade students was conducted to examine the feasibility and potential benefits of involving parents in the reading curriculum via a self-contained, self-explanatory program designed to teach word recognition. Seventy-four percent of the entire first grade parental population of a small Delaware school district indicated a willingness to participate. (Of the several factors found to be associated with participation/nonparticipation, most were socioeconomic in nature.) Children whose parents did receive the teaching materials scored significantly higher within two weeks on a word recognition posttest. All identifiable types of children profited from the home learning program, although certain subgroups within the experimental group learned more than others. These were children who (1) were not enrolled in Title I programs, (2) had been taught to read sentences by their parents previously, (3) had fathers who were more highly educated and employed fulltime, and (4) had someone in the home available to teach them in the form of an unemployed mother. No differences existed between experimental and control groups with respect to changes in either attitudes toward reading or attitudes toward parental reading instruction. It was concluded that the use of home teaching programs which do not require direct, face-to-face educator/parent interactions can be feasible, effective, and possessive of no known attitudinal liability.

THE EFFECTS OF READING ABILITY, IMAGERY INSTRUCTIONS, AND MODE OF PRESENTATION ON THE ABILITY OF ELEMENTARY SCHOOL CHILDREN TO PARAPHRASE A STORY AND ANSWER COMPREHENSION QUESTIONS

Order No. DA8203782

WILLENS, JOAN E. MCNAMARA, PH.D. *Marquette University*, 1981. 143pp.

The study investigated the facilitative effect of instructions to use mental imagery on children of differing age and reading ability while listening to or reading stories. Subjects were selected on the basis of scores received on the vocabulary and reading-comprehension subtests of the Metropolitan Achievement Test and scores on the Otis-Lennon Mental Abilities Test.

One hundred and sixty second-, fourth-, and sixth-graders from thirty-nine Milwaukee Public Schools were individually tested. Half of the subjects received imagery instructions before each story, and the other half received regular instructions. Stories were presented in both reading and listening modes to each subject. Reading and listening modes and stories were counterbalanced across subjects.

Sixth-grade average, sixth-grade deficit-poor, sixth-grade difference-poor, and fourth-grade average readers were presented stories at the forth-grade readability level controlled for imagery rating and length. Fourth-grade average, fourth-grade deficit-poor, forth-grade difference-poor, and second-grade average readers were presented stories at the second-grade readability level and also controlled for imagery rating and length. Reading comprehension was measured by percentage of propositions recalled during a paraphrase of the story and short-answer questions.

The analysis of the data consisted of four analyses of variance, one for each of the two dependent measures at each of the two readability levels. A series of 39 preplanned comparisons were performed. The results showed that imagery instructions were not facilitative on either dependent measure for any group across stories or mode of presentation. However, when stories were analyzed separately, the sixth-grade average readers were facilitated by imagery instructions on one of the stories.

THE DIRECT EFFECTS OF READING INSTRUCTION ON COMPREHENSION OF CONTENT STATED EXPLICITLY AND THE TRANSFER ON TWO OTHER COMPREHENSION SKILLS

Order No. 8200909

ZOLLINGER, LUNA COOPER, PH.D. *The University of Akron*, 1982. 204pp.

The purpose of this study was to determine whether instruction on one reading comprehension skill would lead to improved performance on that skill, and a change in level of performance on two other comprehension skills. Focusing on three comprehension skills, this study evaluated the effectiveness of direct instruction, including tape-recorded lessons with accompanying printed material, on the skill of understanding content stated explicitly or in paraphase. In addition, assessments were made of the transfer on two noninstructed skills, making inferences about the content and weaving ideas in the content combined with formulating the main thought of a passage.

Reading teachers categorized test items in the comprehension section of standardized reading tests, and items were identified which measured the three skills under consideration. A pretest and a posttest were compiled with each consisting of ten test items for each of the three skills along with the reading passages on which the items were based. A word list was developed and used to exclude students who would probably have trouble decoding the passages.

Fifth grade subjects were randomly assigned to three treatment groups in a variation of the pretest-posttest control group design. The treatments were direct instruction on comprehension of content stated explicitly or in paraphrase, varied individual reading activities, and traditional classroom instruction other than reading. Eight treatment sessions of twenty minutes each were conducted.

Using multiple linear regression procedures to test treatment effects, sex was covaried, while the performance of the group receiving direct instruction was compared to each of the other groups. The hypothesis that direct instruction improves performance on understanding content stated explicitly or in paraphrase was not substantiated. However, significance was nearly achieved when the group receiving direct instruction was compared to the group receiving traditional classroom instruction other than reading. Data did not support the hypothesis that direct instruction on one skill results in significant differences in performance on two other skills. This study supports the view that instruction is needed in each comprehension skill.